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IDENTIFIERS	*Dogrib (Tribe); Northwest Territories

ABSTRACT

This document contains three intern "profiles" that are used to record the progress of students through the coursework of the Kw'atindee Bino Community Teacher Education Program. The interns (student teachers) learn their teaching knowledge, skills, and attitudes while engaged in classroom teaching. The profiles outline the material to be covered. Each intern is evaluated with a variety of measures, and when the intern has covered the material or has demonstrated a skill, the instructor marks the appropriate description in the profile. Hours spent on each objective are noted as a bridge for articulation with the teacher education program at Arctic College in Fort Smith. The Culture and Learning Profile covers five courses that root teacher education in the culture of the society they serve: Land and Life Skills; Language Literacy in Dogrib; Language, Literacy and Meaning; Cultural Research and Documentation; and Media Applications. Knowledge and skills learned in these courses are integrated during the production of a video or print learning resource. The Community and School Partnerships Profile covers four courses: Basic Helping Skills; Health and Social Issues in Dogrib Communities; Introduction to Parental Involvement; and Utilizing the Community as a School Resource. These courses are integrated through a special project of practical application. The Curriculum and Children Profile covers the traditional teacher education coursework of theory, methods, and practical skills necessary for effective curriculum delivery in an integrated, process-oriented, child-centered, culture-based school program. (SV)

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KW'ATINDEE BINO COMMUNITY

TEACHER EDUCATION PROGRAM

INTERN PROFILES

Edited by

Jim Martin

RC018151

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Office of Educational Research and Improvement
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INTERN PROFILES

The intern profiles are used to record the progress of interns through the coursework of the Kw'atindee Bino Community Teacher Education Program. There are three profiles, each representing a curriculum strand in the teacher training program:

I. *Culture & Learning* incorporates five courses that are unified by a sixth course, a special project which is intended to integrate the knowledge and skills learned in the courses by producing a video or print learning resource that can be published by the Dogrib Language Centre. The major course areas are Land and Life Skills, Language Literacy in Dogrib, Language, Literacy and Meaning, Cultural Research and Documentation, and Media Applications.

II. *Community & School Partnerships* incorporates four courses that are unified by a fifth course, another special project which is intended to be a practical application within the community of the principles of parental involvement and student support. The major course areas are Basic Helping Skills, Health and Social Issues in the Dogrib Communities, An Introduction to Parental Involvement, and Utilizing the Community as a School Resource.

III. *Curriculum & Children* contains the "traditional" teacher education coursework of theory, methods and practical skills that are necessary for the effective delivery of the NWT curriculum in an integrated, process-oriented, child centred, culture-based school program. In this strand eight methods courses are unified by CTEP 112 Integrated Studies. The coursework includes two Internship courses, Communications Methods, Mathematics Methods, Science Methods, Social Studies Methods, Health and Physical education Methods, Visual Arts and Expressive Arts Methods, Learning Theories, and Educational Psychology.

The program "interns" (student teachers) learn their teaching knowledge, skills and attitudes largely on the job while engaged in teaching in the classroom "pods". As each pod contains three interns, each intern has significant time for independent preparation and coaching time with their instructors. The profiles outline the material to be covered for the intern and their instructors. Each intern is evaluated with a variety of measures and once the intern has covered the material or demonstrated the skill indicated in the objective, the instructor will mark the appropriate description in the profile. A notation of the number of hours spent on each objective has been necessary as a bridge for articulation with the institution-based

teacher education program at Arctic College in Fort Smith. There, student contact hours is an important criteria for validation of the coursework with southern universities.

In the Kw'atindee Bino Community Teacher Education Program, we strive to effectively blend the theoretical and the practical. Interns have a portfolio evaluation which includes instructor observation of intern teaching, video lessons, the interns' own long range planning, their lesson plans, their lesson resources, children's work related to the intern's lessons, the intern's response journals and the Dogrib Divisional Board of Education *Supervision for School Improvement* supervision model for teachers. Each of these allow the instructors to monitor, document and evaluate the performance of each intern in relation to their progress through the program strands as articulated in the profiles.

The profiles were developed by a committee consisting of Jack Bastow, Marcia Dean, Lucy Lafferty, Jim MacDiarmid, Jim Martin and Dave Matthews. The profiles were approved by the Community Teacher Education Program Steering Committee.

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

CULTURE & LEARNING

Intern Profile

DRAFT/ JANUARY 1991

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

CULTURE & LEARNING

Culture is the means by which we organize our world and is the vehicle by which values and meaning are transmitted to new generations. For these reasons, the education of teachers must be rooted in the culture of the society they serve, to ensure the relevance, integrity and balance of their work with children.

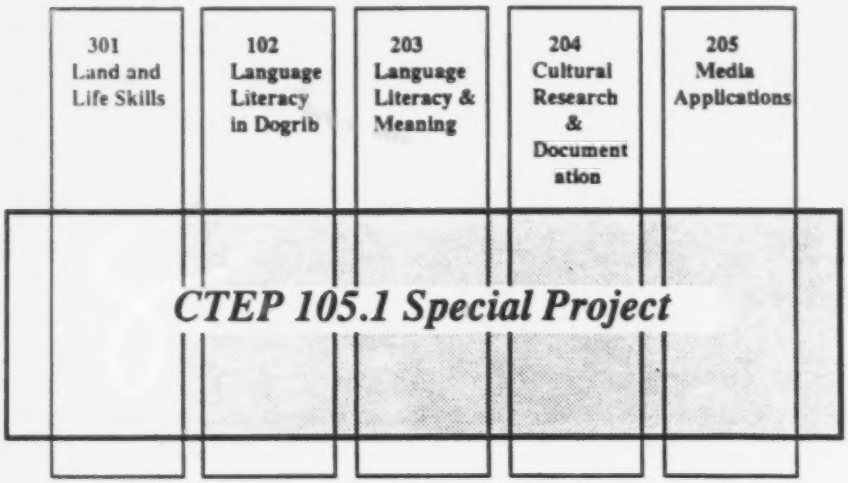
The following courses comprise this strand:

CTEP 301 Land & Life Skills	45 hours / 3 credits
CTEP 102 Language Literacy in Dogrib	45 hours / 3 credits
CTEP 203 Language, Literacy and Meaning	45 hours / 3 credits
CTEP 204 Cultural Research and Documentation	45 hours / 3credits
CTEP 105 Media Applications	45 hours / 3 credits

The knowledge and skills learned in these courses are integrated together in the production of a video or print learning resource that will be published bythe Dogrib Language Centre.

CTEP 105.1 Special Project 45 hours / 3 credits

figure 1.


301 Land and Life Skills
102 Language Literacy in Dogrib
203 Language Literacy & Meaning
204 Cultural Research & Documentation
205 Media Applications
CTEP 105.1 Special Project

Intern Profile

CULTURE AND LEARNING

Name	
Pod	Year

Coursework	Objectives 1 2 3 4 5 6 7 8 9 10 11 12 13 14
CTEP 301 Land & Life Skills **Instructor(s)**	☐☐☐☐
CTEP 102 Language Literacy in Dogrib **Instructor(s)**	☐☐☐☐☐☐☐☐☐☐☐☐☐☐
CTEP 203 Language, Mythology & Meaning **Instructor(s)**	☐☐☐☐
CTEP 104 Cultural Research & Documentation **Instructor(s)**	☐☐☐☐☐
CTEP 105 Media Applications	☐☐☐☐☐☐☐☐☐☐☐☐
CTEP 105.1 Special Project **Instructor(s)**	☐

Land & Life Skills CTEP 301

The intern will:

hrs	date / instructor	

- ☐ 1. understand and participate in the traditional roles and activities of men and women in a Dogrib camp community.
- ☐ 2. learn from the elders the survival skills, the history, and myths of the Dogrib people.
- ☐ 3. learn new language and be able to internalize the meanings through experiencing the actual context of the terminology.
- ☐ 4. develop a positive identity and understanding of being Dogrib.

CTEP 102 Language Literacy in Dogrib

The intern will:

	hrs	date / instructor	
☐ 1. achieve full fluency in spoken Dogrib			
☐ 2. recognize Dogrib dialect differences and understand the concept of orthographic standardization.			
☐ 3. master consonants in Dogrib orthography			
☐ 4. master basic vowels in Dogrib orthography.			
☐ 5. understand elementary grammatical terminology such as nown, verb, postposition, morpheme, stem, prefix, suffix.			
☐ 6. understand advanced grammatical terminology such as paradigm, aspect, imperfective, perfective, operative, grammatical person, grammatical number, classificatory verb, motion verb.			
☐ 7. recognize words belonging to different parts of speech.			
☐ 8. recognize the basic parts of Dogrib words.			
☐ 9. understand & follow the principles and guidelines of the Dene Orthographic Standardization Committee.			
☐ 10. understand the physical mechanisms of vowel nasalization, of low tone on vowels, and of vowel length (double vowels).			
☐ 11. achieve full fluency in written Dogrib.			
☐ 12. understand the use of dictionaries and grammars.			
☐ 13. understand how and why linguistic resaerch is carried out.			
☐ 14. conduct a research project focusing on the Dogrib language.			

Language, Mythology & Meaning CTEP 203

The intern will:

hrs	date / instructor	

- ☐ 1. explore and recognize the ideas and events that are emphasized in Dogrib and which are considered less important.
- ☐ 2. explore and recognize how Dogrib differs from English (and other languages) in the way it shapes reality.
- ☐ 3. explore and recognize how language helps us find meaning and purpose in life.
- ☐ 4. explore and understand how people are empowered by the word and by literacy.

CTEP 104 Cultural Research & Documentation

The intern will:

hrs	date / instructor	

- ☐ 1. develop familiarity with the tools and techniques associated with the collection & documentation of cultural experiences.
- ☐ 2. develop field skills in the collection and documentation of cultural experiences including preliminary research, selection of informants, pre-interview, questionnaire development, & interview.
- ☐ 3. understand and apply the principles of the transcription and translation of interview material including the 1:3 ratio.
- ☐ 4. demonstrate an understanding of the reliability and validity of oral history / traditions research.
- ☐ 5. identify and utilize a variety of institutional resources for cultural research and documentation including the Dene Cultural Institute, the Dene Nation archives, and the Prince of Wales Heritage Centre archives.

Media Applications CTEP 105

The intern will:

		hrs	date / instructor	
☐	1. understand the elements that make effective pictures.			
☐	2. demonstrate the similarities and differences between still and motion picture photography.			
☐	3. demonstrate the ability to use 35mm cameras to take available light and flash photography.			
☐	4. demonstrate the ability to determine the correct exposure and develop B&W film and other darkroom procedures.			
☐	5. integrate the elements to produce a still photo project.			
☐	6. demonstrate technical knowledge of video camera operation & maintenance.			
☐	7. show an ability to use video camera techniques in the field to provide a wide variety of visual effects.			
☐	8. demonstrate an ability to use the video editing controller with an understanding of pacing and continuity.			
☐	9. integrate the elements of camera recording and editing techniques in video production.			
☐	10. identify the elements of computer logic and program operations.			
☐	11. demonstrate the ability to use word processing programs for desktop publishing.			
☐	12. demonstrate the ability to make titles and headings on the computer and transfer to video, including copying techniques.			

CTEP 105.1 Special Project

The intern will:

hrs	date / instructor

☐ 1. complete a video or print learning resource to be published by the Dogrib Language Centre.

Project Description _____

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Instructor Approval _____ date _____

Comments

Intern _____ date _____

Pod Instructor _____ date _____

Approvals:

Director _____ date _____

Arctic College _____ date _____

Program Calendar

Calendar for 1990

JULY

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1 Canada Day (Can)
4 Independence Day (USA)

AUGUST

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SEPTEMBER

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3 Labor Day (USA)
20 Rosh Hashana
29 Yom Kippur

OCTOBER

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8 Columbus Day (USA)
8 Thanksgiving (Can)

NOVEMBER

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11 Veterans Day (USA)
11 Remembrance Day (Can)
22 Thanksgiving (USA)

DECEMBER

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12 Hanukkah
25 Christmas

Calendar for 1991

JANUARY

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1 New Year's Day
21 Martin Luther King Jr. Day (USA)

FEBRUARY

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12 Lincoln's Birthday (USA)
13 Ash Wednesday
18 Washington's Birthday (USA)

MARCH

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17 St. Patrick's Day
24 Palm Sunday, 29 Good Friday
30 Passover, 31 Easter

APRIL

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12 Mother's Day
20 Victoria Day (Can)
27 Memorial Day (USA)

JUNE

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14 Flag Day (USA)
16 Father's Day

JULY

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4 Independence Day (USA)

AUGUST

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2 Labor Day (USA)
18 Yom Kippur

OCTOBER

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14 Thanksgiving (Can)

NOVEMBER

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11 Veterans Day (USA)
28 Thanksgiving (USA)

DECEMBER

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25 Christmas

Calendar for 1992

JANUARY

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1 New Year's Day
20 Martin Luther King Jr. Day (USA)

FEBRUARY

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12 Lincoln's Birthday (USA)
17 Washington's Birthday (USA)

MARCH

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4 Ash Wednesday
17 St. Patrick's Day

APRIL

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12 Palm Sunday
17 Good Friday
18 Passover, 19 Easter

MAY

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10 Mother's Day
18 Victoria Day (Can)
25 Memorial Day (USA)

JUNE

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14 Flag Day (USA)
21 Father's Day

DOGRIB DIVISIONAL BOARD OF EDUCATION
RAE-EDZO, N.W.T. X0E 0Y0

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

COMMUNITY & SCHOOL PARTNERSHIPS

Intern Profile

DRAFT/ JANUARY 1991

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

COMMUNITY & SCHOOL PARTNERSHIPS

Schooling is ideally a reflection of the concerns, and aspirations of the community it serves. For this reason, the education of teachers must be rooted in a knowledge of, and an understanding for the health and social issues affecting the lives of their students. Many children come from dysfunctional homes and school is often the one reliable shelter in their lives. Northern teachers must be able to perform an advocacy role, being prepared to deal with the dysfunctional realities of many families , and accept the responsibility to initiate "the mobilization of available resources and generating new ones as needed".

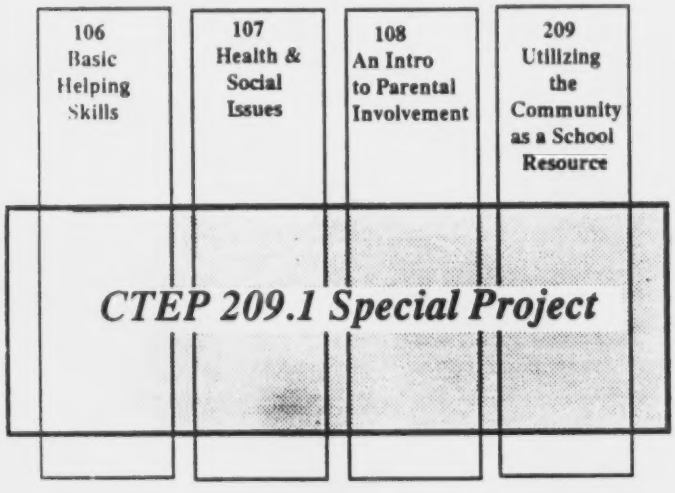
The following courses comprise this strand:

CTEP 106 Basic Helping Skills	45 hours / 3 credits
CTEP 107 Health and Social Issues	45 hours / 3 credits
CTEP 108 An Introduction to Parental Involvement	45 hours / 3 credits
CTEP 209 Utilizing the Community as a School Resource	45 hours / 3credits

As in the Culture & Learning curriculum strand, the knowledge and skills learned in these courses are integrated together into a practical application.

CTEP 209.1 Special Project in Community & School Partnerships 45 hours / 3 credits

figure 1.


106 Basic Helping Skills
107 Health & Social Issues
108 An Intro to Parental Involvement
209 Utilizing the Community as a School Resource
CTEP 209.1 Special Project

Intern Profile

COMMUNITY & SCHOOL PARTNERSHIPS

Name	
Pod	Year

Coursework	Objectives 1 2 3 4 5 6 7 8 9 10 11 12 13 14
CTEP 106 Basic Helping Skills Instructor(s)	☐☐☐☐☐☐☐☐
CTEP 107 Health & Social Issues Instructor(s)	☐☐☐☐☐☐
CTEP 108 An Introduction to Parental Involvement Instructor(s)	☐☐☐☐☐☐☐☐
CTEP 209 Utilizing the Community as School Resource Instructor(s)	☐☐☐☐☐
CTEP 209.1 Special Project Instructor(s)	☐

Basic Helping Skills CTEP 106

The intern will:

	hrs	date / instructor
☐ 1. develop a personal network of support people.		
☐ 2. understand and respect a counsellor's code of ethics.		
☐ 3. consult counselling concerns with colleagues in a professional manner.		
☐ 4. record in a confidential manner, the nature and substance of counselling contacts with children.		
☐ 5. help develop and use a school network of support people.		
☐ 6. attend, listen and respond appropriately to children with personal concerns.		
☐ 7. help children explore, clarify and problem solve simple issues.		
☐ 8. refer children with concerns to the appropriate helping personnel / agencies.		
☐ 9. help children construct personal support networks.		

CTEP 107 Health & Social Issues in the Dogrib Communities

The intern will:

hrs	date / instructor	

- ☐ 1. describe and discuss health and social issues that include: self esteem, alcohol, and other substance abuse, child abuse, spousal assault, depression and suicide, death, change and loss, stress.
- ☐ 2. identify children who are being affected by health and social concerns.
- ☐ 3. provide appropriate support to children who are affected by health and social concerns.
- ☐ 4. consult with community helping resources, agencies regarding specific health and social concerns in a professional manner.
- ☐ 5. help develop and use a community network of support people in Rae-Edzo.
- ☐ 6. design and develop a model directory of support resources for use in Dogrib communities.
- ☐ 7. practice basic first aid skills.

An Introduction to Parental Involvement

CTEP 108

The intern will:

hrs	date / instructor	

- ☐ 1. identify and discuss the factors that influenced parental involvement in the past.
- ☐ 2. identify and discuss the benefits of any parental involvement that took place, and the consequences of parental non-involvement.
- ☐ 3. identify and discuss, in light of current research and through community and personal experience, the barriers to and benefits from parental involvement.
- ☐ 4. identify and discuss the school related factors that lay the foundation for parental involvement, namely the inviting school and two way communication.
- ☐ 5. assist in the development of activities and strategies that will contribute to an inviting school climate and two way community/ school communication.
- ☐ 6. describe and discuss four types of parental involvement.
- ☐ 7. discuss the components and processes involved in the development and implementation of a school's parental involvement action plan.
- ☐ 8. assist in the develoment of activities, strategies and programs that may be incorporated into a school's parental involvement action plan.

CTEP 209 Utilizing the Community as a School Resource

The intern will:

hrs	date / instructor	

- ☐ 1. describe several ways of using the community as a school resource.
- ☐ 2. identify and discuss the benefits derived from the use of the community as a partner in the learning experience.
- ☐ 3. identify and discuss the factors that contribute to the successful use of community resources.
- ☐ 4. discuss the factors, and contribute to the development and implementation of a school's plan to use community resources in the learning experience.
- ☐ 5. develop community based activities, strategies and programs that may be incorporated into a school's action plan.

CTEP 209.1 Special Project

The intern will:

	hrs	date / instructor
☐ **1. integrate the knowledge and skills learned in the Community and School Partnerships curriculum strand into a practical application.**		

Project Description _____

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Instructor Approval _____ **date** _____

Comments

Comments

Intern _____ date _____

Pod Instructor _____ date _____

Approvals:

Director _____ date _____

Arctic College _____ date _____

Program Calendar

Calendar for 1990

JULY

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1 Canada Day (Can)
4 Independence Day (USA)

AUGUST

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23	24	25	26	27	28	29

3 Labor Day (USA)
20 Rosh Hashana
29 Yom Kippur

OCTOBER

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8 Columbus Day (USA)
8 Thanksgiving (Can)

NOVEMBER

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11 Veterans Day (USA)
11 Remembrance Day (Can)
22 Thanksgiving (USA)

DECEMBER

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12 Hanukkah
25 Christmas

Calendar for 1991

JANUARY

S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 New Year's Day
21 Martin Luther King Jr. Day (USA)

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

12 Lincoln's Birthday (USA)
13 Ash Wednesday
18 Washington's Birthday (USA)

MARCH

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

17 St. Patrick's Day
24 Palm Sunday; 29 Good Friday
30 Passover 31 Easter

APRIL

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28	29	30				

MAY

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12 Mother's Day
20 Victoria Day (Can)
27 Memorial Day (USA)

JUNE

S	M	T	W	T	F	S
30						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

14 Flag Day (USA)
16 Father's Day

JULY

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28	29	30	31			

4 Independence Day (USA)

AUGUST

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SEPTEMBER

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29	30					

2 Labor Day (USA)
18 Yom Kippur

OCTOBER

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6	7	8	9	10	11	12
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27	28	29	30	31		

14 Thanksgiving (Can)

NOVEMBER

S	M	T	W	T	F	S
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
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24	25	26	27	28	29	30

11 Veterans Day (USA)
28 Thanksgiving (USA)

DECEMBER

S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
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29	30	31				

25 Christmas

Calendar for 1992

JANUARY

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 New Year's Day
20 Martin Luther King Jr. Day (USA)

FEBRUARY

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29

12 Lincoln's Birthday (USA)
17 Washington's Birthday (USA)

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Ash Wednesday
17 St. Patrick's Day

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

12 Palm Sunday
17 Good Friday
18 Passover; 19 Easter

MAY

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

10 Mother's Day
18 Victoria Day (Can)
25 Memorial Day (USA)

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

14 Flag Day (USA)
21 Father's Day

DOGRIB DIVISIONAL BOARD OF EDUCATION
RAE-EDZO, N.W.T. X0E 0Y0

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

CURRICULUM & CHILDREN

Intern Profile

DRAFT/ JANUARY 1991

KW'ATINDEE BINO COMMUNITY TEACHER EDUCATION PROGRAM

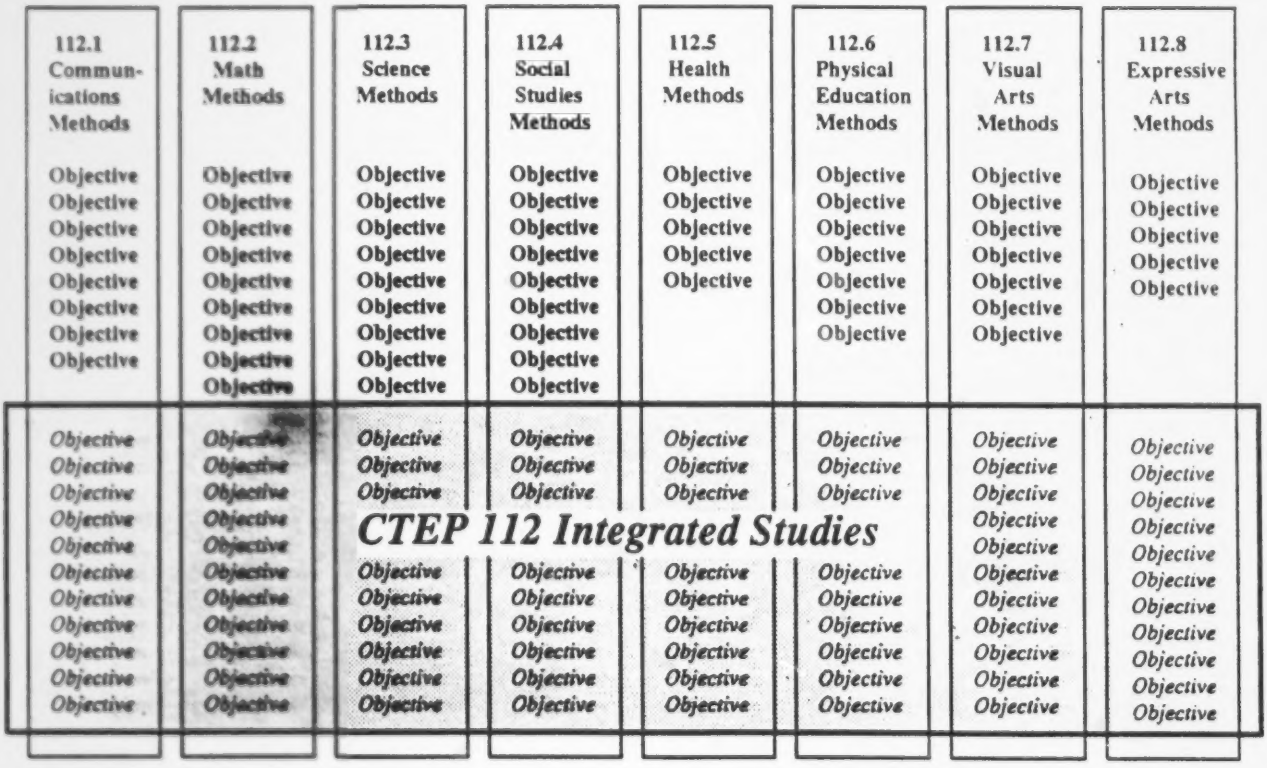
CURRICULUM & CHILDREN

This program strand contains the theory, methods and practical skills that are necessary for the effective delivery of the NWT curriculum in an integrated, process-oriented child centred, culture-based school program. Eight methods courses are linked together by the CTEP 112 Integrated Studies course. As interns complete the requirements for each of the eight methods courses, they are concurrently receiving partial credit for their Integrated Studies course. When all eight methods courses are completed, the intern will receive credit for CTEP112 Integrated Studies. (see figure 1.)

The following courses comprise this strand:

CTEP 110 Internship I	45 hours / 3 credits
CTEP 211 Internship II	45 hours / 3 credits
CTEP 112 Integrated Studies	45 hours / 3 credits
CTEP 112.1 Communications Methods	45 hours / 3credits
CTEP 112.2 Mathematics Methods	45 hours / 3 credits
CTEP 112.3 Science Methods	45 hours / 3 credits
CTEP 112.4 Social Studies Methods	45 hours / 3 credits
CTEP 112.5 Health Methods	45 hours / 3 credits
CTEP 112.6 Physical Education Methods	45 hours / 3 credits
CTEP 112.7 Visual Arts Methods	45 hours / 3 credits
CTEP 112.8 Expressive Arts Methods	45 hours / 3 credits
CTEP 113 Learning Theories	45 hours / 3 credits
CTEP 114 Educational Psychology	45 hours / 3 credits

figure 1.



Intern Profile

CURRICULUM & CHILDREN

Name	
Pod	Year

Coursework	Objectives 1 2 3 4 5 6 7 8 9	a b c d e f g h i j k
CTEP 110 Internship I Instructor(s)	☐☐☐☐☐☐☐☐	
CTEP 211 Internship II Instructor(s)	☐☐☐☐☐☐	
CTEP 112 Integrated Studies Instructor(s)		☐☐☐☐☐☐☐☐☐☐
CTEP 112.1 Communications Methods Instructor(s)	☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.2 Mathematics Methods Instructor(s)	☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.3 Science Methods Instructor(s)	☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.4 Social Studies Methods Instructor(s)	☐☐☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.5 Health Methods Instructor(s)	☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.6 Physical Education Methods Instructor(s)	☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.7 Visual Education Methods Instructor(s)	☐☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 112.8 Expressive Ed Methods Instructor(s)	☐☐☐☐☐	☐☐☐☐☐☐☐☐☐☐
CTEP 113 Learning Theories Instructor(s)	☐☐☐☐☐☐☐☐	
CTEP 114 Educational Psychology Instructor(s)	☐☐☐☐☐☐☐☐	

Internship I CTEP 110

The intern will:

	hrs	date / instructor	
☐ 1. demonstrate an understanding of the impact of global and northern issues on curriculum and programming in a northern school.			
☐ 2. understand the role of the teacher within the school, the community and as a member of a professional association of their peers.			
☐ 3. develop confidence and pride in their teaching skills and professional practice.			
☐ 4. develop and manage an effective classroom environment which includes respectful and motivating relationships with children.			
☐ 5. plan, organize and facilitate workshops either to parents or to peers on an aspect of their programming.			
☐ 6. participate in school activities such as staff meetings, level meetings, supervision and co-curricular activities.			
☐ 7. demonstrate an understanding of the importance of modelling correct Dogrib speech in dealings with the children.			
☐ 8. display children's work and program content in the classroom and in the school in an effective manner.			
☐ 9. develop an effective system for organizing time, material and assignments			

The intern will:

hrs	date / instructor	

- ☐ 1. maintain Internship I objectives.
- ☐ 2. plan and deliver course content specified by their classroom assignments in a culturally relevant manner, using a variety of instructional strategies to meet the needs of the children.
- ☐ 3. integrate learning from the "Culture and Learning" and "Community and School Partnerships " components of the CTEP program into school programs.
- ☐ 4. address the individual needs of the child in relation to social, political and environmental constraints to learning.
- ☐ 5. have familiarity with the issues and procedures in the development, evaluation and revision of curriculum and curriculum design.
- ☐ 6. assume full responsibility for the operation and instruction of the classroom pod for a minimum period of at least two weeks.
- ☐ 7. demonstrate a professional willingness to assume extra duties within the pods and in the school.

Integrated Studies CTEP 112

The intern will:

- ☐ 1. develop long range plans by sequencing the content across the school year, using an integrated approach.
- ☐ 2. integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.
- ☐ 3. develop lesson plans based on stated objectives, using concepts from the long range plans.
- ☐ 4. relate the content of the program to the experiences of the child, the family, and the community.
- ☐ 5. develop language including key vocabulary and structures from the program concepts.
- ☐ 6. collect and develop culturally appropriate learning materials.
- ☐ 7. utilize local human resources in the delivery of the program.
- ☐ 8. demonstrate an awareness of a variety of teaching strategies :
  - ☐ activity centres,
  - ☐ multilevel grouping,
  - ☐ cooperative learning,
  - ☐ use of audiovisual teaching methods,
  - ☐ lesson presentation styles incl. questioning techniques
  - ☐ use of concrete materials
  - ☐ develop and use of Individual Education Plans
  - ☐ contract learning
- ☐ 9. demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.
- ☐ 10. assess student progress using formal/ informal evaluation strategies.
- ☐ 11. use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.

*** Note: the Integrated Studies profile is assessed under each Methodology course (see covering outline). Once an intern has obtained credit in all the methodology coursework, they will receive credit for CTEP 112 Integrated Studies.*

CTEP 112.1 Communications Methods

The intern will:

hrs date / instructor

- ☐ **1. demonstrate an understanding of the nature of language and skills growth through their teaching..**
- ☐ **2. demonstrate an understanding of the structure and contents of the NWT Communications curriculum.**
- ☐ **3. integrate a variety of programs and materials into the communications curriculum.**
- ☐ **4. build upon and use the student's language experiences .**
- ☐ **5. use a wide variety of quality literature.**
- ☐ **6. demonstrate an ability to prepare and deliver motivating activities for the development of the expressive skill areas of speaking, representing and writing and the receptive modes of listening, reading and viewing.**
- ☐ **7. maintain individual writing folders.**
- ☐ **8. provide opportunities for recreational reading and creative writing.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

Mathematics Methods CTEP 112.2

The intern will:

hrs date / instructor

- ☐ **1. demonstrate an understanding of the overall goals of mathematics education in the development of logical , spatial and critical thinking in children.**
- ☐ **2. demonstrate an understanding of the math concepts from K-6.**
- ☐ **3. describe the scope and sequence of the NWT mathematics curriculum from Kindergarten to grade six.**
- ☐ **4. identify a variety of mathematics programs and materials and integrate with the instruction of the K-6 curriculum objectives.**
- ☐ **5. define and apply the mathematics terminology from the NWT K-6 curriculum**
- ☐ **6. explore and describe the use of mathematics in historical and modern Dene culture, focusing on, but not limited to, non standard measurement, estimation, symmetry and pattern, the significance of number and the circle.**
- ☐ **7. use manipulatives to develop math concepts in students.**
- ☐ **8. use technology in the teaching of mathematics such as calculators and computers.**
- ☐ **9. describe the stages of cognitive development in children and relate this development to the math program.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

CTEP 112.3 Science Methods

The intern will:

hrs	date / instructor	

- ☐ **1. demonstrate an understanding of the overall goals of science instruction in the K-6 curriculum including an appreciation of the scientific method.**
- ☐ **2. demonstrate an understanding of the underlying science concepts K-6.**
- ☐ **3. describe the scope and sequence of the NWT science curriculum K-6.**
- ☐ **4. identify a variety of science programs and materials and integrate with the instruction of the K-3 program.**
- ☐ **5. define and apply the science terminology from the NWT K-6 curriculum**
- ☐ **6. integrate the science concepts from the K-6 curriculum with appropriate beliefs, skills and experiences from traditional and contemporary Dene life.**
- ☐ **7. utilize concrete materials in a "hands on" approach to develop science concepts with the children.**
- ☐ **8. utilize experimentation as a vehicle for the application of the scientific method.**
- ☐ **9. integrate environmental education into the science program.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

Social Studies Methods CTEP 112.4

The intern will:

hrs	date / instructor	

- ☐ **1. demonstrate an understanding of the goals of NWT social studies education.**
- ☐ **2. demonstrate an understanding of underlying social studies concepts such as mapping skills (scale, distance & spatial organization) and chronology (time & sequence).**
- ☐ **3. describe the scope and sequence of the NWT social studies curriculum from Kindergarten to grade six.**
- ☐ **4. identify a variety of social studies materials and select material appropriate for the instructional level.**
- ☐ **5. define and apply social studies terminology relevant to NWT primary social studies.**
- ☐ **6. demonstrate an awareness of Dene history including traditional lifestyle, first contacts, colonialism, the residential school experience, self-government and land claims.**
- ☐ **7. integrate current events from the experience of the child,the family, the community and the nation in the school programming as appropriate.**
- ☐ **8. demonstrate an awareness of the role of values in social studies recognizing stereotyping and bias.**
- ☐ **9. demonstrate an understanding of the elements of organization for field trips including clear objectives, transportation, supervision, safety, alternate plans, and instructional followup.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

CTEP 112 M.5 Health Methods

The intern will:

hrs	date / instructor	

- ☐ **1. demonstrate an understanding of the overall goals of NWT health education.**
- ☐ **2. describe the scope and sequence of the NWT health curriculum from Kindergarten to grade six.**
- ☐ **3. identify a variety of resource materials and people for the support of the elementary health program.**
- ☐ **4.define and apply health terminology relevant to the primary health curriculum.**
- ☐ **5. demonstrate an understanding of traditional Dogrib health and healing practices and integrate into the health programming as appropriate.**
- ☐ **6. demonstrate an ability to practice basic first aid skills.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

Physical Education Methods CTEP 112 .6

The intern will:

hrs date / instructor

- ☐ **1. demonstrate an understanding of the overall goals of physical education in the development of healthy, skillful children.**
- ☐ **2. describe the scope and sequence of the NWT physical education curriculum from Kindergarten to grade six.**
- ☐ **3. identify a variety of activities, facilities and equipment suitable for elementary physical education programs.**
- ☐ **4. explore and utilize traditional Dene games in the Kindergarten to grade six physical education program.**
- ☐ **5. explore and utilize cooperative games within the phys ed program.**
- ☐ **6. plan and implement outdoor education activities including a level or school sports day.**
- ☐ **7. understand the importance of safety considerations in physical education through the planning and supervision of safe activities for the children.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

CTEP 112 .7 Visual Arts Methods

The intern will: hrs date / instructor

- ☐ **1. demonstrate an understanding of the overall goals of arts instruction in the Northwest Territories.**
- ☐ **2. recognize children's graphic potential and the symbolism of their work at different stages of development.**
- ☐ **3. identify a variety of art materials, equipment, facilities and other resources that can be integrated into the visual arts program.**
- ☐ **4. examine traditional and contemporary native art forms and integrate the themes, materials and techniques into the visual arts programmming.**
- ☐ **5. examine traditional and contemporary northern Dene and Inuit art forms and integrate the themes, materials and techniques into the visual arts programming.**
- ☐ **6. utilize local and northern artists as resource people for the support of the visual arts programming.**
- ☐ **7. examine and use a variety of media and techniques in the exploration of the elements of line, shape, colour and texture, principles of design, model building and crafts.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- ☐ *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

Expressive Arts Methods CTEP 112.8

The intern will:

hrs date / instructor

- ☐ **1. demonstrate an understanding of the overall goals of expressive arts instruction including music, drama and dance.**
- ☐ **2. identify a variety of art materials, equipment, facilities and other resources that can be integrated into the expressive arts program.**
- ☐ **3. examine traditional and contemporary northern Dene and Inuit expressive art forms and integrate the themes, techniques into the expressive arts programming.**
- ☐ **4. utilize local and northern artists as resource people for the support of the expressive arts programming.**
- ☐ **5. examine and use a variety of expressive art forms and techniques such as storytelling, puppetry, drama, music, and dance.**

Integrated Studies

- ☐ *a] develop long range plans by sequencing the content across the school year, using an integrated approach.*
- ☐ *b] integrate content from all subject areas across the curriculum through the planning and implementation of thematic units.*
- ☐ *c] develop lesson plans based on stated objectives, using concepts from the long range plans.*
- ☐ *d] relate the content of the program to the experiences of the child, the family, and the community.*
- ☐ *e] develop language including key vocabulary and structures from the program concepts.*
- ☐ *f] collect and develop culturally appropriate learning materials.*
- ☐ *g] use local human resources in the delivery of the program.*
- ☐ *h] demonstrate an awareness of a variety of teaching strategies :*
  - ☐ *activity centres,*
  - ☐ *multilevel grouping,*
  - ☐ *cooperative learning,*
  - ☐ *use of audiovisual teaching methods,*
  - ☐ *lesson presentation styles incl. questioning techniques*
  - ☐ *use of concrete materials*
  - ☐ *develop and use of Individual Education Plans*
  - ☐ *contract learning*
- ☐ *i] demonstrate classroom organization skills including the physical arrangement of the classroom, organization of learning materials, and the movement of children.*
- ☐ *j] assess student progress using formal/ informal evaluation strategies.*
- *k] use activities to develop thinking skills such as synthesizing, predicting, inferring, estimating etc.*

Comments

Comments

Intern _____ date _____

Pod Instructor _____ date _____

Approvals:

Director _____ date _____

Arctic College _____ date _____

Program Calendar

Calendar for 1990

JULY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1 Canada Day (Can)
4 Independence Day (USA)

AUGUST

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

SEPTEMBER

S	M	T	W	T	F	S
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

3 Labor Day (USA)
20 Rosh Hashana
29 Yom Kippur

OCTOBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 Columbus Day (USA)
8 Thanksgiving (Can)

NOVEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

11 Veterans Day (USA)
11 Remembrance Day (Can)
22 Thanksgiving (USA)

DECEMBER

S	M	T	W	T	F	S
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

12 Hanukkah
25 Christmas

Calendar for 1991

JANUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 New Year's Day
21 Martin Luther King Jr. Day (USA)

FEBRUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

12 Lincoln's Birthday (USA)
13 Ash Wednesday
18 Washington's Birthday (USA)

MARCH

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

17 St. Patrick's Day
24 Palm Sunday 29 Good Friday
30 Passover 31 Easter

APRIL

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12 Mother's Day
20 Victoria Day (Can)
27 Memorial Day (USA)

JUNE

S	M	T	W	T	F	S
30						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

14 Flag Day (USA)
16 Father's Day

JULY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day (USA)

AUGUST

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18 Yom Kippur

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

14 Thanksgiving (Can)

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

28 Thanksgiving (USA)

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

25 Christmas

Calendar for 1992

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 New Year's Day
20 Martin Luther King Jr. Day (USA)

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

12 Lincoln's Birthday (USA)
17 Washington's Birthday (USA)

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 Ash Wednesday
17 St. Patrick's Day

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

12 Palm Sunday
17 Good Friday
18 Passover; 19 Easter

MAY

S	M	T	W	T	F	S
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

10 Mother's Day
18 Victoria Day (Can)
25 Memorial Day (USA)

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

14 Flag Day (USA)
21 Father's Day

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